



FALL 2019

Department of Education: MATTC
EDUC261 Teaching Reading in Elementary Schools (3 units)

<i>Instructor:</i>	M. Priscilla Myers, Ph.D. Reading Curriculum & Instruction	<i>Course Meeting:</i> M(02) #76042, 4:00-7:00; G201 TH(01) #76041, 4:00-7:00; ESJ108
<i>Office:</i>	Guadalupe Hall 247	
<i>Office Hours:</i>	MTTh 1:00-3:00 p.m., by appointment	<i>Phone:</i> (408) 551-1925
<i>Email:</i>	pmyers@scu.edu	

1. MISSION, COURSE RATIONALE, GOALS

Competence Conscience Compassion Commitment

The School of Education and Counseling Psychology (ECP) and the Department of Education not only reflect Santa Clara University's Jesuit traditions, but also apply the university's mission in developing individuals of competence, conscience, compassion, and commitment. We prepare our students to become caring, competent, and professional leaders who promote the common good as they transform lives, schools, and communities. From this mission flows the department's emphasis on the core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration. Education professionals will:

1. work competently with individuals from diverse backgrounds and with those of differing abilities;
2. develop positive habits of mind, identify and apply best practices in the field, and engage in critical thinking and reflection on practice;
3. possess mastery-level knowledge and skills in teaching and learning; and
4. become community leaders who are sensitive to the ethical and social consequences of their decisions.

Course Rationale

Students will:

- ◆ develop a concept of reading as an active, meaning-seeking process;
- ◆ develop an understanding of the reading process as an interaction between reader and text;
- ◆ evolve as a teacher through collaboration with students—growing and learning with them.

MATTC Program Learning Goals:

The Program Learning Goals (PLGs) represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. All MS/SS teaching credential program course objectives are cross-referenced with the Program Learning Goals. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

The Multiple Subject/Single Subject faculty focuses on ensuring that all students begin their teaching careers ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to professional decision-making.

2. Course Description

“There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book.” ~Marcel Proust

“To teach is to learn twice.” ~Joseph Joubert

This course enables credential candidates to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction in elementary school settings. Candidates will learn how to adapt instruction to meet the needs of individuals based on their cultural, linguistic, and experiential backgrounds and their specific needs as learners. Focused attention will be given to the nature of reading difficulties and principles of diagnosis and assessment. Content presented in this course prepares candidates for the READING INSTRUCTION COMPETENCE ASSESSMENT (RICA). This course, required of all multiple subject teaching credential candidates, must be taken concurrently with enrollment in EDUC266 or a full-time teaching position in a Catholic school.

3. Course Objectives

<u>This course will develop students' knowledge of, or skills with . . .</u>		<i>Standard/Goals Addressed</i>		
		<i>DG #</i>	<i>PLG #</i>	<i>TPE #</i>
1	Analyzing and utilizing a variety of developmentally appropriate pedagogical strategies, methods, and techniques to teach reading guided by the Common Core State Standards;	1	2	2.1, 3.4
2	The role of student motivation, attitudes, and dispositions toward reading;	2	1	4.1
3	Describing characteristics of an effective literacy program, including appropriate materials (e.g., text readability, organization, and planning);	1	2	3.1, 6.1
4	Developing an understanding of the various instruments used to assess reading and using those results to plan instruction and monitor student learning;	2	3	1.8, 5.2
5	Describing, compare/contrasting, and implementing examples of guided reading, shared reading, and reading aloud;	2	5	3.1
6	Identifying and implementing effective reading instructional strategies to support diverse learners (linguistic, cultural, socio-economic, students with identified disabilities).	3	1	1.1, 2.1, 2.5, 3.5

***DG=Department Goals; PLG=Program Learning Goals; TPE=Teaching Performance Expectations**

4. Required Text and Online Reading

Morrow, L.M., & Gambrell, L. B. (Eds.). (2019). *Best practices in literacy instruction*. NY: Gilford Press.

Roe, B.D., and Burns, P.C. (2011). *Informal reading inventory: Preprimer to twelfth grade* (8th ed.). Belmont, CA: Wadsworth. ALSO AVAILABLE ONLINE; Retrieved June 2019 from:
http://www.newtunings.com/57/web/TopLevel/Grade%20Levels/ADDITIONAL_ASSESSMENTS/Reading/Burns.and.Roe/Burns.and.Roe.Independent.Reading.Inventory.pdf

ONLINE: *CALIFORNIA EDUCATOR CREDENTIALING ASSESSMENTS: RICA-Reading Instruction Competence Assessment*. Pearson Education, Inc. (2019) or its affiliate(s). Pearson, P.O. Box 226, Amherst, MA 01004. Retrieved June 2019 from <http://www.ctcexams.nesinc.com/Home.aspx>.

Recommended Online Readings:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Adopted by the California State Board of Education (August 2010; modified March 2013). Retrieved June 2019, from
<http://www.cde.ca.gov/be/st/ss/documents/finalesccsstandards.pdf>

California Dept. of Education. Retrieved June 2019, from <http://www.cde.ca.gov/>

California EL Demographics: “Who are California’s English Learners?” Retrieved June 2019 from
<http://www.youtube.com/watch?v=KlbTwaBcs00&feature=youtu.be>

California Dept. of Education (2012). *Recommended literature: Kindergarten through grade twelve*. Retrieved June 2019, from <http://www.cde.ca.gov/ci/cr/rl/>

Common Core State Standards Initiative (2012): English Language Arts Standards Kindergarten-Grade 12. Retrieved June 2019, from <http://www.corestandards.org/ELA-Literacy>

Cornell University Center for Teaching Innovation: “Getting Started with Inclusive Teaching Strategies.” Retrieved June 2019, from <https://teaching.cornell.edu/resource/getting-started-inclusive-teaching-strategies>.

Cornell University Center for Teaching Innovation: “Incorporating Diversity.” Retrieved June 2019, from <https://teaching.cornell.edu/teaching-resources/designing-your-course/incorporating-diversity>

Greene, R. (2013, Oct. 30). 5 key strategies for ELL instruction. *Teachers’ Voice*. Retrieved June 2019, from
<https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/>

International Literacy Association: Retrieved June 2019, from <https://www.literacyworldwide.org/>

Additional Recommended Readings

Garcia, E. E. & Nájuez, J. E. (2011). *Bilingualism and cognition: Informing research, pedagogy, and policy*. U.S.: American Psychological Association.

Helman, L. (Ed.). (2016). *Literacy development with English learners: Research-based instruction in grades K-6* (2nd ed.). NY: The Guilford Press.

RICA Written Examination Preparation Materials: Test Content, Practice Test, Annotated Bibliography, Computer-Based Testing Tutorials, Test Results Explanation. Retrieved June 2019, from:
http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_RICA_Written_PrepMaterials.html

Zarillo, J. J. (2011). *Ready for revised RICA: A test preparation guide for California’s Reading Instruction Competence Assessment* (3rd ed.). Boston: Pearson.

Journals with Articles Related to Teaching Reading and Writing

CA JOURNAL OF ELEMENTARY EDUCATION	JOURNAL OF TEACHER EDUCATION
CA JOURNAL OF TEACHER EDUCATION	LANGUAGE ARTS
CHILDHOOD EDUCATION	LIBRARY JOURNAL
COLLEGE ENGLISH	PRIMARY VOICES
ENGLISH JOURNAL	READING RESEARCH QUARTERLY
INSTRUCTOR	READING TEACHER
JOURNAL OF ADOLESCENT AND ADULT LITERACY	RESEARCH IN THE TEACHING OF ENGLISH
(formerly JOURNAL OF READING)	SCHOOL LIBRARY JOURNAL
JOURNAL OF EDUCATION	SCIENCE & CHILDREN
JOURNAL OF EDUCATIONAL PSYCHOLOGY	SOCIAL STUDIES REVIEW
JOURNAL OF SPECIAL EDUCATION	TEACHER EDUCATION QUARTERLY

5. Course Requirements, Grading Criteria, & Assignments

Distribution of points and percentage of total grade across assignments are as follows:

	Course Requirements/Assignments	Points	TPEs Assessed
1	Class Attendance, RICA Practice, Participation, Course Evaluation	100 (10%)	-
2	Oral Reading of a Book and Poem	50 (15%)	2.1, 3.4, 4.1
3	Informal Reading Inventory	100 (35%)	3.1, 6.1
4	*SIGNATURE ASSIGNMENT Video-Recorded Reading Lesson & Personal Assessment	100 (40%)	1.1, 2.5, 3.3

Grading Criteria:

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.

2. *Please **adhere to due dates** so that you will have time to revise your work, if necessary, and earn the highest possible grade for each assignment. If your assignment is late, you forfeit this privilege. If you are ill, ask a “study partner” to turn in your homework assignment on time and to take notes for you when you are not in class. You are responsible for any information you miss because of absence. Please do not call the instructor for assignments or notes.

- Percentile grades (see below) will be assigned values from 1.0 – 4.0.
- Each value will be multiplied by the grading weight distribution.
- Your final grade will be based on a 4.0 scale.

A 4.0	94-100%	C+ 2.3	77-79%
A- 3.7	90-93%	C 2.0	74-76%
B+ 3.3	87-89%	C- 1.7	70-73%
B 3.0	84-86%	D+ 1.3	67-69%
B- 2.7	80-83%	D 1.0	63-66%

Assignments:

1.) Assignment 1:

<i>Class Attendance, RICA Practice, Participation, Course Evaluation</i>	<i>(100 points)</i>	<i>10%</i>
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Attendance is critical to your understanding of course material. We will meet 10 times (n.b.: Nov. 25th & 28th are Thanksgiving holidays); you will earn 10 attendance points for each of our 10 meetings (**100 points**). (Note: Attendance points can be lost in the case of tardiness in excess of 10 minutes.)

Participation points are earned through the following: 1) through attention to and participation in group activities; recording text/lecture notes; personal reactions to ideas, theories and strategies you are learning, and completion of course evaluations. 2) **RICA preparation**—Students will complete an online RICA Practice Test on/before the last day of fall quarter, Dec. 13th. Send the results of your practice test to me by email (pmyers@scu.edu).

2.) Assignment 2:

<i>ORAL READING OF A BOOK AND POEM (Variable Due Dates)</i>	<i>(50 points)</i>	<i>15%</i>
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Each of you will be asked to find a quality book from the world of children's literature to share with the class. In addition, find and share a complementary poem that connects well with the theme, plot, characterization, or setting of the book you have chosen. In 1-2 pages, cite both sources in APA FORMAT (poem and book), copy the poem, and explain how you could incorporate both within any content area. **Send your paper via email attachment the Friday before your presentation.** You will be graded on the relevance and originality of your choices (20 pts.), and on the adequacy of your annotation (30 pts.).

Please complete citations in **APA format**:

POEM: Sarett, L. "The Wolf Cry," in J. Doe (Ed.). (1998). <i>Poetry and animals</i> , p. 82. NY: Scholastic. BOOK: Calfee, R. C., & Valencia, R. R. (1991). <i>APA guide to preparing manuscripts for journal publication</i> . Washington, DC: American Psychological Association.
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3.) Assignment 3:

<i>INFORMAL READING INVENTORY (Due Oct. 28th M, Oct. 31st TH)</i>	<i>(100 points)</i>	<i>30%</i>
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An informal reading inventory (IRI) is a type of informal reading test designed to provide teachers with both general and specific information concerning a student's developing reading ability. You will learn to discover the levels of reading material pupils can read both with and without teacher assistance and the levels at or above which pupils should not be asked to read. You will test a child and summarize the results.

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|--|------------------------|
| 1) <u>IND, INST, FRUST LEVELS</u> | <u>/30 pts.</u> |
| 2) <u>COMPREHENSION DETAILS</u> | <u>/30 pts.</u> |
| 3) <u>LISTENING COMPREHENSION</u> | <u>/20 pts.</u> |
| 4) <u>ORAL RDG DIAG. CHART/
Strengths & Needs</u> | <u>/20 pts.</u> |

4.) Assignment 4: SIGNATURE ASSIGNMENT**VIDEO-RECORDED READING LESSON & PERSONAL ASSESSMENT (due Dec. 2M, 5Th) (100 pts.) 45%**

Based on the results of your informal reading inventory, you will plan and deliver a one-on-one, guided reading lesson for the student you have tested. In addition, you will video-record your lesson.

____ (40 points) **1) Written Lesson Plan.** Use the **SCU Lesson Plan template**, or a template provided to you by your current placement, to construct your Guided Reading instructional plan. Be sure to include the title and approximate reading level of the book you will be using. Include (and label) multiple strategies for struggling readers, English learners, and for students with learning disabilities. The reading strategy(ies) you ultimately choose to teach during your lesson will be based on the specific strengths and needs of the student indicated by the results of the IRI.

____ (60 points) **2) Video.** Before meeting with the student, begin your video with a narration of what your goals are for the lesson and which standards and objectives you will address. Continue by recording a **15-20-minute lesson** with the student including an introduction (starter), the instructional strategy(ies) you have chosen, and a brief closing activity. Once you've finished teaching the lesson, **record a summary** at the end of your video describing how you feel the student performed and a self-assessment based on the impact of your teaching strategies. You may want to contact Information Technology in the computer lab at the library for support for creating/editing the video (iMovie).

SIGNATURE ASSIGNMENT RUBRIC

	Written Lesson Plan	Video Recording
4	SCU Lesson Plan template: Includes all elements: title, book & reading level, multiple reading strategies for struggling readers, English learners, and for students with learning disabilities. The reading strategy(ies) you ultimately choose to teach during your lesson will be based on the specific strengths and needs of the student indicated by the results of the IRI. 33-40 points	Beginning narration: goals, standards, and objectives you will address. 15-minute lesson with the student including an introduction (starter), the instructional strategy(ies), and a closing activity. Include a summary at the end of your video describing how you feel the student performed and a self-assessment based on the impact of your teaching strategies. 49-60 points
3	SCU Lesson Plan template: Includes all elements: title, book & reading level, reading strategies for struggling readers based on the specific strengths and needs of the student indicated by the results of the IRI. 32 points	Beginning narration: goals, standards, and objectives; 15-minute lesson with the student including an introduction (starter), one instructional strategy, and a weak or missing closing activity. A minimal summary and a self-assessment. 48 points
2	SCU Lesson Plan template: Includes all elements: title, book & reading level, limited number of reading strategies for struggling readers based on the specific strengths and needs of the student indicated by the results of the IRI. 28 points	Beginning narration: goals, standards, and objectives; 15-minute lesson with the student including an introduction (starter), one instructional strategy, and a weak or missing closing activity. A minimal summary and a self-assessment. 42 points
1	SCU Lesson Plan template: Includes all elements: title, book & reading level, limited number of reading strategies for struggling readers, not based on the specific strengths and needs of the student indicated by the results of the IRI. 24 points	Beginning narration: missing one or more: goals, standards, and objectives; 15-minute lesson with the student including an introduction (starter), one instructional strategy, and a weak or missing closing activity. No summary or self-assessment. 36 points

6. Disabilities Resources, Accommodations, Title IX

Canvas/Camino Course Management System

To access course materials, please be sure to review Canvas (Camino). Readings, outlines, and assignment descriptions will be made available through this on-line course management system. Access Canvas using your SCU username and password.

Disabilities Resources

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2013-2014).

7. Course Outline and Class Schedule

TENTATIVE* COURSE SCHEDULE

**Course Plan Subject to Change*

<u>TENTATIVE COURSE SCHEDULE</u>		<u>Recommended Readings</u>
Sept.	23M Intro.: Remembering Learning to Read 26Th What is reading? Teaching Approaches The Learning Environment: Social & Cultural	<i>BEST PRACTICES: Chs. 1-3 (Ongoing: RICA)</i>
	30M Language & Literacy/Emergent Literacy	<i>BEST PRACTICES: Chs. 4-6, 8</i>
Oct.	3Th Phonics	
	7M Word Recognition, Vocabulary, & 10Th Spelling	<i>BEST PRACTICES: Chs. 8 & 9</i>
	14M Fluency and Oral Reading 17Th Teaching & ASSESSMENT: INFORMAL RDG. INVENTORY	<i>BEST PRACTICES: Chs. 12 & 14</i>
	21M Relationships-Culturally Relevant Tchg. 24Th Teaching English Language Learners	<i>BEST PRACTICES: Chs. 6, 16, & 18</i>
	28M Narrative Comprehension Strategies: 31Th Speaking, Writing	<i>BEST PRACTICES: Chs. 10 & 13</i>
*IRI Assessment Summary Due		
Nov.	4M Information Text Comprehension Strategies: 7Th Informational Text & Main Idea	<i>BEST PRACTICES: Ch. 11</i>
	11M PRACTICE FOR RICA 14Th	<i>In-class RICA practice test & discussion</i>
	18M Planning & Organization of Literacy Inst. 21Th Teaching the New Literacies: Online Research & Comprehension	<i>BEST PRACTICES: Chs. 15 & 17</i>



Nov. 25th-29th **Happy Thanksgiving!**

Dec. 2M Reading Lesson Highlights – Student Presentations
5Th

*** SIGNATURE ASSIGNMENT: Video-recorded Reading Lesson & Self-Assessment Due ***

Dec. 9th – 13th FINALS WEEK - NO CLASS

RICA Practice Test Results DUE by email (pmyers@scu.edu) on/before Friday, Dec. 13th (last day of Fall Qtr.)